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| ***Teacher:* Hayden Clement** | | | ***Subject:* English I, World Literature** | | | | | ***Grade:* 9** |
| ***Learning Goals*** | | | | | | | | |
| ***Standards SCELA/Common Core*** | **I.1.1. develop, evaluate, and refine, questions to broaden thinking on a specific idea**  **I.2.1. analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views**  **I.5.3. evaluate and revise plan and strategies; address successes and misconceptions; and apply learning**  **MC.7.1. Trace the development of a common theme in two different artistic mediums.** | | | | | | | |
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| ***Benchmark(s)*** | **Students will answer questions throughout the lesson as they view three videos, evaluating each video’s content while focusing on the specific idea of oral history video interviews.**  **Students will analyze the ideas and information presented through the questions and videos they view and answer the questions with their own explanation and opinion.**  **Students will address the success or fault among the different videos and apply what they learn as they plan for their own interview project.**  **Students will trace the development of oral histories through video research, historical research, and dramatic representation.** | | | | | | | |
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| ***Indicator(s)*** | **Students will view  the "Oral History Research Method," "Sitting Bull's Great Grandson," and "Steven Zahn Oral History" videos in class and answer no fewer than 10 of the handout’s 20 questions.**  **Students will provide 1 example from each of the 6 videos to support their explanation in any of the answers.**  **Students will address no fewer than four qualities that add to or detract from the video’s effectiveness and apply their findings in their own plan for the project.**  **Students will meet with their group and begin planning their project: determining the roles of each member, conducting historical research, writing a creative background for a character, scripting the video interview** | | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***  **Students will understand the important applications and uses for oral histories.**  **Students will be able to analyze different aspects and qualities of several oral histories and determine the preferences for their own assignment.**  **Students will know what an oral history is and how one can be conducted in a variety of ways.**  **Students will be able to script and conduct their own oral histories by the end of this lesson and their completed homework assignment.** | | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | | |
| ***Student prior knowledge and skills:***  **Students will be introduced to their assignment before the lesson.**  **Students will be handed a list of questions to be answered during their analyses of different oral history videos.** | | | | | ***Accommodations for Diversity (if applicable):***  **Student preferences for seating and lighting will be adhered to.**  **Students will get to vote on which three videos to watch in class and which three will be left for homework.** | | | |
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| ***Instructional Procedures*** | | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  **Students will explain what oral histories are**  **Students will explain the different elements of an oral history**  **Students will explain the roles each person must play when conducting an oral history**  **Students will recommend aspects that are suited for an oral history as well as those that are not.** | | | | | | | | |
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| ***Teaching Methods:***  **Direct instruction when implementing the project assignment, homework assignment, and the questions students will answer as they watch the oral history videos.**  **Whole class work as students watch the oral history videos**  **Individual work as students answer half of the questions during the videos.**  **Group work as students meet with their partners to discuss their project (may be done outside of school or during the next class)** | | | | | | | | |
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| ***Student Grouping:***  **Individual, Group** | | | | ***Interdisciplinary Strategies:***  **History and Drama applications during the Oral History Unit Projects** | | | ***Reading Strategies:***  **Video analysis, Script preparation, Character creation** | |
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| ***Resources and Materials*** | | | | | | | | |
| ***Written Texts:***  **Questions sheets**  **Scripts** | | ***Oral Media:***  **Oral histories presented onscreen via youtube.com** | | | | ***Visual Media:***  **Oral histories presented onscreen via youtube.com** | ***Technology:***  **Presentation whiteboard** | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | | |
| ***Opening:***  **Review of the previous lesson (10-15 minutes):**  **Ask students to define an oral history and the elements that are involved when conducting one. (5)**  **Clarify any questions the students may have regarding their final project and what is expected of them. (5)**  **Introduce today’s lesson (10-15 minutes):**  **Have students pass out handout copies. (1)**  **Spent time going over the questions and explaining what is expected from the students. (9)** | | | | | | | | |
| ***Main Activities:***  **Watch the videos in class that the students elect to watch now (20-25 minutes):**  **Watch “Oral History Research Method” (7)**  **Watch “Sitting Bull’s Great Grandson” (7)**  **Watch “Steven Zahn Oral History” (7)**  **During the videos, students must answer no fewer than any 10 questions on the handout.**  **Review some of the questions (10-15 minutes):**  **Choose any 5-8 questions and ask the students who answered them to share their discoveries and explanations with the class (10)** | | | | | | | | |
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| ***Closing:***  **Students meet in groups (15-20 minutes):**  **Allow students to meet and begin their research, creative writing, script writing, and technology review until the end of class.**  **For homework, students will view the remaining three videos and answer the remaining 10 questions.** | | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | | |
| **Check for completion: students must answer no fewer than 10 questions from the handout in class.**  **Check for comprehension: Choose any 5-8 questions from the handout and have students who answered any of these questions during the class viewing share their answers with the class.** | | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | | |
| **Students who need extra time to view the videos will be granted such.**  **Students with sight problems will be exempt from answering question regarding the setting and aesthetic features of the videos.**  **Students will have a say in how the classroom is lit during the viewing.**  **Students with comprehension or writing difficulties will be required to answer no less than 5 questions during class and will be provided an extended deadline for turning in the completed handout.** | | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | | |
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